

# Risk Watch<sup>®</sup>



## SIXTH GRADE SUPPLEMENTAL LESSONS

### TABLE OF CONTENTS

Motor Vehicle Safety	2
Fire and Burn Prevention	4
Choking, Suffocation, and Strangulation Prevention	6
Poisoning Prevention I	8
Poisoning Prevention II	10
Fall Prevention	12
Firearms Injury Prevention	14
Bike Safety I	16
Bike Safety II	18
Water Safety	20
General Safety	21



### RISK WATCH<sup>®</sup> AREA: MOTOR VEHICLE SAFETY

**Objective:**

Students will report on a motor vehicle crash article they have found in their local newspaper.

**Materials:**

Risk Watch<sup>®</sup> Curriculum on Motor Vehicle Safety

The article summary worksheet copied for each student

**Procedure:**

1. Review the information in the Risk Watch<sup>®</sup> Curriculum on Motor Vehicle Safety.
2. Give students a week to find and cut out an article on a motor vehicle crash in the local newspaper and bring it to class.
3. Students will write at least two paragraphs summarizing what happened in the article.
4. Students will read their summary to the class.

**ILLINOIS STATE STANDARDS:****ENGLISH LANGUAGE ARTS****STATE GOAL 1:** READ WITH UNDERSTANDING AND FLUENCY.

- 1.B.3A PREVIEW READING MATERIALS, MAKE PREDICTIONS AND RELATE READING TO INFORMATION FROM OTHER SOURCES.
- 1.B.3C CONTINUOUSLY CHECK AND CLARIFY FOR UNDERSTANDING (E.G., IN ADDITION TO PREVIOUS SKILLS, DRAW COMPARISONS TO OTHER READINGS).
- 1.C.3A USE INFORMATION TO FORM, EXPLAIN AND SUPPORT QUESTIONS AND PREDICTIONS.
- 1.C.3D SUMMARIZE AND MAKE GENERALIZATIONS FROM CONTENT AND RELATE THEM TO THE PURPOSE OF THE MATERIAL.

**STATE GOAL 3:** WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.3 WRITE COMPOSITIONS THAT CONTAIN COMPLETE SENTENCES AND EFFECTIVE PARAGRAPHS USING ENGLISH CONVENTIONS.
- 3.B.3A PRODUCE DOCUMENTS THAT CONVEY A CLEAR UNDERSTANDING AND INTERPRETATION OF IDEAS AND INFORMATION AND DISPLAY FOCUS, ORGANIZATION, ELABORATION AND COHERENCE.
- 3.B.3B EDIT AND REVISE FOR WORD CHOICE, ORGANIZATION, CONSISTENT POINT OF VIEW AND TRANSITIONS AMONG PARAGRAPHS USING CONTEMPORARY TECHNOLOGY AND FORMATS SUITABLE FOR SUBMISSION AND/OR PUBLICATION.

**PHYSICAL DEVELOPMENT AND HEALTH****STATE GOAL 22:** UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.3C EXPLAIN ROUTINE SAFETY PRECAUTIONS IN PRACTICAL SITUATIONS (E.G., IN MOTOR VEHICLES, ON BICYCLES, IN AND NEAR WATER, AS A PEDESTRIAN).

## NAME \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



### RISK WATCH<sup>®</sup> AREA: FIRE AND BURN PREVENTION

#### Objective:

Students will calculate the area and perimeter of their house after constructing a floor plan of their home for a home escape plan. Students will label smoke alarms, a meeting place, an emergency number for the fire department and primary and secondary escape routes on their plan.

#### Materials:

Risk Watch<sup>®</sup> Curriculum  
Area and Perimeter worksheet  
Graph paper 12" x 18"  
Construction Paper  
Markers  
Rulers  
Lined paper for recording results

#### Procedure:

1. Introduce the Risk Watch<sup>®</sup> Curriculum on Fire and Burn Prevention and discuss the various escape routes that are located in a person's home.
2. Students will, using a ruler, draw an outline of each room found in their home on graph paper provided by the teacher. On their outline they will identify every doorway, window and entryway into their home. Students will also label smoke alarms, a meeting place, and the fire department's emergency number (9-1-1).
3. Students will calculate the area and perimeter for each room, as well as the area and perimeter of the outline of the house they created. They should record their results on a separate piece of paper with the name of each individual room labeled and the area and perimeter for each room neatly written next to it. (Or they can use the worksheet provided.)
4. Students should use one colored marker for the primary escape route and another colored marker for the secondary escape route, have each student label the escape routes they would use if their house caught on fire.
5. After students have completed their assignment have a class discussion on fire safety measures the students have learned and how important it is to know the various escape routes in their homes.

#### Extension:

For homework or extra credit, students could go home and calculate the exact area and perimeter of their homes using a yardstick or tape measure. They can then compare and contrast their results with the results from the maps of the homes they created.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

**STATE GOAL 4:** LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.3A DEMONSTRATE WAYS (E.G., ASK PROBING QUESTIONS, PROVIDE FEEDBACK TO A SPEAKER, SUMMARIZE AND PARAPHRASE COMPLEX SPOKEN MESSAGES) THAT LISTENING ATTENTIVELY CAN IMPROVE COMPREHENSION.
- 4.A.3D DEMONSTRATE THE ABILITY TO IDENTIFY AND MANAGE BARRIERS TO LISTENING (E.G., NOISE, SPEAKER CREDIBILITY, ENVIRONMENTAL DISTRACTIONS).

##### MATHEMATICS

**STATE GOAL 7:** ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

- 7A.3A MEASURE LENGTH, CAPACITY, WEIGHT/MASS AND ANGLES USING SOPHISTICATED INSTRUMENTS (E.G., COMPASS, PROTRACTOR, TRUNDLE WHEEL).
- 7A.3B APPLY THE CONCEPTS AND ATTRIBUTES OF LENGTH, CAPACITY, WEIGHT/MASS, PERIMETER, AREA, VOLUME, TIME, TEMPERATURE AND ANGLE MEASURES IN PRACTICAL SITUATIONS
- 7.B.3 SELECT AND APPLY INSTRUMENTS INCLUDING RULERS AND PROTRACTORS AND UNITS OF MEASURE TO THE DEGREE OF ACCURACY REQUIRED.
- 7.C.3A CONSTRUCT A SIMPLE SCALE DRAWING FOR A GIVEN SITUATION.
- 7.C.3B USE CONCRETE AND GRAPHIC MODELS AND APPROPRIATE FORMULAS TO FIND PERIMETERS, AREAS, SURFACE AREAS AND VOLUMES OF TWO- AND THREE-DIMENSIONAL REGIONS.

##### FINE ARTS

**STATE GOAL 26:** THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.

- 26.B.3D VISUAL ARTS: DEMONSTRATE KNOWLEDGE AND SKILLS TO CREATE 2- AND 3-DIMENSIONAL WORKS AND TIME ARTS (E.G., FILM, ANIMATION, VIDEO) THAT ARE REALISTIC, ABSTRACT, FUNCTIONAL AND DECORATIVE.



# Risk Watch®: Area and Perimeter Calculations Worksheet

NAME \_\_\_\_\_

Rooms in my home:

Area  
(Length x Width)

Perimeter  
(Add up all 4 sides)

[illegible]



### RISK WATCH<sup>®</sup> AREA: CHOKING, SUFFOCATION, AND STRANGULATION

#### Objective:

Students will create a life size model of their body and label all of the body parts that assist with the digestive process. Students will research the digestive system. Students will correctly label the path food travels in their body.

#### Materials:

Risk Watch<sup>®</sup> Curriculum  
Butcher paper  
Encyclopedias or use of the Internet  
Health/Body books from library  
Markers, pencils, crayons  
String  
Index Cards

#### Procedure:

1. The teacher will present the Risk Watch<sup>®</sup> lesson on Choking, Suffocation and Strangulation. Have a class discussion on what happens when choking, strangulation or suffocation occurs.
2. Have students work in groups of two to research the digestive system.
3. After students have the information needed on each body part they will transfer the information to a 5x8-index card.
4. The teacher will give each set of partners one large piece of butcher paper to draw an outline of their body with. Have one student lie down on the butcher paper, while the other uses a marker to trace an outline of the body.
5. Next, using construction paper, students will create the body parts that are involved in the process of digesting food. (The students will glue the parts of the body they made on their butcher paper bodies.)
6. Finally, have the students make (out of construction paper) a food item that they would like to eat. Have them glue it on the mouth of their butcher paper body and label, with a marker or a piece of string; the path the food will travel to the stomach.
7. Students will attach the index cards explaining the digestive process to their butcher paper bodies.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.A.3A APPLY KNOWLEDGE OF WORD ORIGINS AND DERIVATIONS TO COMPREHEND WORDS USED IN SPECIFIC CONTENT AREAS (E.G., SCIENTIFIC, POLITICAL, LITERARY, MATHEMATICAL).
- 1.B.3A PREVIEW READING MATERIALS, MAKE PREDICTIONS AND RELATE READING TO INFORMATION FROM OTHER SOURCES.
- 1.B.3B IDENTIFY TEXT STRUCTURE AND CREATE A VISUAL REPRESENTATION (E.G., GRAPHIC ORGANIZER, OUTLINE, DRAWING) TO USE WHILE READING.
- 1.B.3C CONTINUOUSLY CHECK AND CLARIFY FOR UNDERSTANDING (E.G., IN ADDITION TO PREVIOUS SKILLS, DRAW COMPARISONS TO OTHER READINGS).

##### STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.3A DEMONSTRATE WAYS (E.G., ASK PROBING QUESTIONS, PROVIDE FEEDBACK TO A SPEAKER, SUMMARIZE AND PARAPHRASE COMPLEX SPOKEN MESSAGES) THAT LISTENING ATTENTIVELY CAN IMPROVE COMPREHENSION.
- 4.A.3B COMPARE A SPEAKER'S VERBAL AND NONVERBAL MESSAGES.
- 4.A.3C RESTATE AND CARRY OUT MULTISTEP ORAL INSTRUCTIONS.
- 4.A.3D DEMONSTRATE THE ABILITY TO IDENTIFY AND MANAGE BARRIERS TO LISTENING (E.G., NOISE, SPEAKER CREDIBILITY, ENVIRONMENTAL DISTRACTIONS).

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.3C EXPLAIN ROUTINE SAFETY PRECAUTIONS IN PRACTICAL SITUATIONS (E.G., IN MOTOR VEHICLES, ON BICYCLES, IN AND NEAR WATER, AS A PEDESTRIAN).
- 22.A.3D IDENTIFY VARIOUS CAREERS INVOLVED IN HEALTH PROMOTION, HEALTH CARE AND INJURY PREVENTION.

##### STATE GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS & FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

- 23.A.3 EXPLAIN HOW BODY SYSTEMS INTERACT WITH EACH OTHER (E.G., BLOOD TRANSPORTING NUTRIENTS FROM THE DIGESTIVE SYSTEM AND OXYGEN FROM THE RESPIRATORY SYSTEM).



NAME \_\_\_\_\_

DIRECTIONS: Research each of the following. Explain how they aid in the digestive process. Describe each body part (color, shape, size, etc.). Explain the body parts function and add any interesting facts you may find about the body part.

1. Mouth (tongue and teeth)

---

---

---

2. Salivary Glands

---

---

---

3. Esophagus

---

---

---

4. Stomach

---

---

---

5. Liver

---

---

---

6. Gallbladder

---

---

---

7. Pancreas

---

---

---

8. Small intestine

---

---

---

9. Large intestine

---

---

---



### RISK WATCH<sup>®</sup> AREA: POISONING PREVENTION

#### Objective:

Students will research and write a report on a poisonous creature.

#### Materials:

Risk Watch<sup>®</sup> Curriculum

Research outline worksheet copied for each student

Poster board

#### Procedure:

1. Teacher will present information from the Risk Watch<sup>®</sup> Curriculum on Poison Prevention.
2. Students will complete a 1-2 page research paper on a poisonous creature.
3. The teacher can assign the animal or students can choose which creature on which to do their research.
4. Students will follow the outline on page 9 when researching their topic.
5. Students will post their research paper on poster board. They will decorate their poster board with an illustration of their creature and the habitat in which their creature lives.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.C.3A USE INFORMATION TO FORM, EXPLAIN AND SUPPORT QUESTIONS AND PREDICTIONS.
- 1.C.3B INTERPRET AND ANALYZE ENTIRE NARRATIVE TEXT USING STORY ELEMENTS, POINT OF VIEW AND THEME.
- 1.C.3C COMPARE, CONTRAST AND EVALUATE IDEAS AND INFORMATION FROM VARIOUS SOURCES AND GENRES.
- 1.C.3D SUMMARIZE AND MAKE GENERALIZATIONS FROM CONTENT AND RELATE THEM TO THE PURPOSE OF THE MATERIAL.

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.B.3A PRODUCE DOCUMENTS THAT CONVEY A CLEAR UNDERSTANDING AND INTERPRETATION OF IDEAS AND INFORMATION AND DISPLAY FOCUS, ORGANIZATION, ELABORATION AND COHERENCE.
- 3.C.3A COMPOSE NARRATIVE, INFORMATIVE, AND PERSUASIVE WRITINGS (E.G., IN ADDITION TO PREVIOUS WRITINGS, LITERATURE REVIEWS, INSTRUCTIONS, NEWS ARTICLES, CORRESPONDENCE) FOR A SPECIFIED AUDIENCE.

##### STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE INFORMATION

- 5.B.3A CHOOSE AND ANALYZE INFORMATION SOURCES FOR INDIVIDUAL, ACADEMIC AND FUNCTIONAL PURPOSES.
- 5.B.3B IDENTIFY, EVALUATE AND CITE PRIMARY SOURCES.

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENTS OF ILLNESS AND INJURY.

- 22.C.3A IDENTIFY POTENTIAL ENVIRONMENTAL CONDITIONS THAT MAY AFFECT THE HEALTH OF THE LOCAL COMMUNITY (E.G., POLLUTION, LAND FILL, LEAD-BASED PAINT).



### Poisonous Creature Research Outline

\*Examples of some poisonous creatures: Scorpion, Gila Monster, Black Widow Spider, Brown Recluse Spider, Western Diamondback Rattlesnake, Blue Ringed Octopus, Platypus, Poison Dart Frog, Box Jellyfish, and the Stingray.

#### DIRECTIONS:

1. Your research paper will be 1-2 pages in length.
2. You are required to use at least three different sources to find your information.
3. After completing your research paper you are to display it on poster board.
4. Your poster will display your research paper, an illustration of your poisonous creature and an illustration of the habitat that your creature lives in.

---

#### RESEARCH THESE POINTS IN YOUR PAPER:

1. Describe your poisonous creature (color, height, weight, unique characteristics, etc.).
2. Research where the creature may be found and describe its habitat.
3. Research the type of food it eats.
4. Explain how it secretes its poison and how the poison affects other living things (animals and humans).
5. Explain what medical steps need to be taken if a person is bitten or stung.
6. Include any other interesting facts about your creature.



### **RISK WATCH<sup>®</sup> AREA: POISONING PREVENTION**

#### **Objectives:**

Students will find ten poisons consumers buy at the grocery store. Students will solve mathematical word problems.

#### **Materials:**

Risk Watch<sup>®</sup> Curriculum

Word problem worksheet copied for each student

Local newspaper ads

Grocery list of items

#### **Procedure:**

1. Review the information on Poison Prevention in the Risk Watch<sup>®</sup> Curriculum with students.
2. Provide students with newspapers or have students bring in ad/specials found in the newspaper. Students will search the newspaper ads to find ten poisonous items that can be found in any home. Students will cut them out and write a few sentences about the cost of the item, what the item is used for, how the item can be poisonous if used incorrectly and proper storage for the item.
3. Have the class discuss their findings.
4. Students will complete the word problem sheet.



NAME \_\_\_\_\_

DIRECTIONS: Solve the following word problems.

### GROCERIES

Disinfectant Spray 32oz. \$3.99

Dish Detergent 22oz. \$1.79

Floor Cleaner 24 oz. \$5.19

Glass Cleaner 17 oz. \$2.59

Liquid Plumber 32 oz. \$4.49

Oven Cleaner \$4.49

All Purpose Cleaner \$5.19

Degreaser &  
Cleaner 12 oz. \$8.99

Furniture Polish 16 oz. \$4.49

Disinfectant Clean  
Wipes 30 ct. \$4.59

Coffee Pot  
Cleaner 5 oz. \$3.19

Spot Remover 8 oz. \$3.09

Cough Syrup 4 oz. \$4.79

Cold Tablets 20 ct. \$5.79

Cough Drops 18 ct. \$3.99

Nail Polish \$2.29

Bleach \$3.29

Cologne 4 oz. \$7.99

1. Jennifer was paying for her items at the local grocery store. She bought three cans of disinfectant spray, one can of oven cleaner and one 24-ounce jug of floor cleaner. How much money will this cost?

2. James was at the store buying medicine for his cold. He bought one box of cold tablets, one bag of cough drops and one bottle of cough syrup. He had a coupon for \$0.50 off the cold tablets. What was the total for all of the items?

3. Mr. Keys stopped at the grocery store after work to purchase a few items. He bought furniture polish, bleach, dish detergent, and disinfectant cleaning wipes. He paid with \$20.00. How much change will he get back?

4. Mrs. Marks bought five 4 oz. bottles of cologne for her family for Christmas. She had a coupon that read buy two get one free. How much money will she spend on her Christmas gifts?

5. Lily bought six bottles of nail polish. Each bottle cost \$2.29, but she had a coupon that read get \$0.25 off of two bottles. She paid with a twenty-dollar bill, how much money did she get back?

6. Lynn had a coupon for 5% off cleaning supplies at her local grocery store. She purchased two bottles of All Purpose Liquid Cleaner, one bottle of degreaser and cleaner, one can of oven cleaner and two bottles of Liquid Plumber. What was Lynn's total at the grocery store?

7. Jackie's bill was \$12.36. She bought four of the same item at the store. Which of the following items did she buy: coffee pot cleaner, bleach, spot remover or cough drops?

8. Ted paid for his items with a fifty-dollar bill. He bought six of the same item. He received \$34.46 back from the store clerk. Which of the following items did he purchase: bleach, disinfectant spray, dish detergent or glass cleaner?



### RISK WATCH<sup>®</sup> AREA: FALLS PREVENTION

#### Objectives:

Students will estimate and measure playground equipment. Students will complete the playground safety checklist.

#### Materials:

Risk Watch<sup>®</sup> Curriculum

Rulers

Playground safety checklist and measurement worksheet copied for each student

#### Procedure:

1. Present the Risk Watch<sup>®</sup> Falls Prevention Curriculum to students.
2. The teacher will choose 5-10 pieces of playground equipment for students to estimate and then measure. For example, the length and width of a swing seat, the length of the slide, the length of the ladder on the slide or the distance from the ground to the swing seat. You may use these examples or choose your own.
3. First, have students make an estimate for each piece of equipment and then have them measure the equipment with a ruler you have provided.
4. After students have completed their measurement worksheet, they will complete the Playground Safety Checklist.
5. As a class review the students findings on the measurement sheet and the safety checklist.

#### ILLINOIS STATE STANDARDS:

##### MATHEMATICS

**STATE GOAL 7:** ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

7.A.3A MEASURE LENGTH, CAPACITY, WEIGHT/MASS AND ANGLES USING SOPHISTICATED INSTRUMENTS (E.G., COMPASS, PROTRACTOR, TRUNDLE WHEEL).

7.A.3B APPLY THE CONCEPTS AND ATTRIBUTES OF LENGTH, CAPACITY, WEIGHT/MASS, PERIMETER, AREA, VOLUME, TIME, TEMPERATURE AND ANGLE MEASURES IN PRACTICAL SITUATIONS.

7.B.3 SELECT AND APPLY INSTRUMENTS INCLUDING RULERS AND PROTRACTORS AND UNITS OF MEASURE TO THE DEGREE OF ACCURACY REQUIRED.

##### PHYSICAL DEVELOPMENT AND HEALTH

**STATE GOAL 22:** UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.3C EXPLAIN ROUTINE SAFETY PRECAUTIONS IN PRACTICAL SITUATIONS (E.G., IN MOTOR VEHICLES, ON BICYCLES, IN AND NEAR WATER, AS A PEDESTRIAN).

22.A.3D IDENTIFY VARIOUS CAREERS INVOLVED IN HEALTH PROMOTION, HEALTH CARE AND INJURY PREVENTION.



NAME \_\_\_\_\_

PLAYGROUND EQUIPMENT	ESTIMATED MEASUREMENT	TRUE MEASUREMENT
1. Length of swing seat		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

### Playground Safety Checklist

- Yes ☐ No ☐ 1. Does the surface around the playground have at least 12 inches of wood chips, sand, or mats made of safety-tested rubber?
- Yes ☐ No ☐ 2. Is the playground equipment at least nine feet apart?
- Yes ☐ No ☐ 3. Are there hooks, screws or bolts sticking out of any of the equipment?
- Yes ☐ No ☐ 4. Does the space between the ladder rungs measure less than 3.5 inches or more than 9 inches?
- Yes ☐ No ☐ 5. Are there any exposed sharp points or edges?
- Yes ☐ No ☐ 6. Does all elevated surfaces, like platforms and ramps, have guardrails to prevent falls?
- Yes ☐ No ☐ 7. Is playground equipment anchored safely in the ground?
- Yes ☐ No ☐ 8. Are there any tripping hazards on the playground (exposed tree roots, tree stumps, and rocks)?
- Yes ☐ No ☐ 9. Is the playground equipment in good condition?
- Yes ☐ No ☐ 10. Are children supervised while playing on the equipment?



### RISK WATCH<sup>®</sup> AREA: FIREARMS INJURY PREVENTION

#### Objective:

Students will be able to identify the rules for gun safety by writing an informative piece on how they would handle a situation involving a gun.

#### Materials:

Risk Watch<sup>®</sup> Curriculum

Firearms Safety Scenario Worksheet copied for each student

#### Procedure:

1. Present the information from the Risk Watch<sup>®</sup> Curriculum on Firearms Injury Prevention. Have students take notes about what to do if they come in contact with a gun or bullets.
2. Invite a community police officer to come to your classroom and give your class a mini-presentation on gun safety. The officer can also discuss with the students his own experiences and situations he has been involved in that have dealt with gun safety. The police officer will reinforce the information that has already been presented.
3. Hand out the Firearms Safety Scenario worksheet to students and have them explain in an essay how they would handle the scenario. Be sure students identify responsible behavior vs. risky behavior.
4. When everyone has completed their essay, have volunteers share their essay with the class or a small group.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.3 WRITE COMPOSITIONS THAT CONTAIN COMPLETE SENTENCES AND EFFECTIVE PARAGRAPHS USING ENGLISH CONVENTIONS.
- 3.B.3A PRODUCE DOCUMENTS THAT CONVEY A CLEAR UNDERSTANDING AND INTERPRETATION OF IDEAS AND INFORMATION AND DISPLAY FOCUS, ORGANIZATION, ELABORATION AND COHERENCE.

##### STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.3A DEMONSTRATE WAYS (E.G., ASK PROBING QUESTIONS, PROVIDE FEEDBACK TO A SPEAKER, SUMMARIZE AND PARAPHRASE COMPLEX SPOKEN MESSAGES) THAT LISTENING ATTENTIVELY CAN IMPROVE COMPREHENSION
- 4.B.3D USE VERBAL AND NONVERBAL COMMUNICATION STRATEGIES TO MAINTAIN COMMUNICATIONS AND TO RESOLVE CONFLICT.

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND THE PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.3A IDENTIFY AND DESCRIBE WAYS TO REDUCE HEALTH RISKS COMMON TO ADOLESCENTS (E.G., EXERCISE, DIET, REFUSAL OF HARMFUL SUBSTANCES).
- 22.A.3B IDENTIFY HOW POSITIVE HEALTH PRACTICES AND RELEVANT HEALTH CARE CAN HELP REDUCE HEALTH RISKS (E.G., PROPER DIET AND EXERCISE REDUCE RISKS OF CANCER AND HEART DISEASE).
- 22.A.3C EXPLAIN ROUTINE SAFETY PRECAUTIONS IN PRACTICAL SITUATIONS (E.G., IN MOTOR VEHICLES, ON BICYCLES, IN AND NEAR WATER, AS A PEDESTRIAN).



NAME \_\_\_\_\_

DIRECTIONS: \*On a separate piece of paper, write a detailed persuasive essay on how you would handle the situation and how you would explain to your friend that guns are dangerous. Be sure to include the Risk Watch<sup>®</sup> Rules on Firearms Prevention that you have learned.

---

### Firearms Injury Prevention Scenario:

You have been invited over to a friend's house to spend the day together. When you arrive, your friend tells you that his/her parents aren't home and they won't be back for hours. Your friend tells you he/she wants to show you something really "cool" and leads you over to the family's safe. He/She opens the safe's door and points to a gun inside. Your friend reaches his/her hand inside the safe and you....



### RISK WATCH<sup>®</sup> AREA: BIKE AND PEDESTRIAN SAFETY

#### Objective:

Students will read a story and identify various bike hazards. Students will rewrite the story on a separate piece of paper using safer bike practices.

#### Materials:

Risk Watch<sup>®</sup> Curriculum

Billy's Bike Adventure story worksheet copied for each student

#### Procedure:

1. Present the Risk Watch<sup>®</sup> Curriculum on Bike and Pedestrian Safety with the class. Discuss the rules of the road.
2. The class will read the story, "Billy's Bike Adventure" on page 17 aloud. After you have finished reading the story, give each student (or pair students up) a copy of "Billy's Bike Adventure".
3. Students will underline all of the unsafe choices Billy has made while riding his bike. On a separate piece of paper students will rewrite all of the underlined unsafe choices and will correct them by making them safe.
4. Students will need to rewrite the ending of the story now that Billy has made safe choices on his bicycle.
5. The class will go over each unsafe choice and students will explain what they think Billy should do to make safer choices.

#### Extension Activity:

Find facts on bike helmet injuries and share the statistics with the class. Have the students write letters to a city councilmember on why bike helmets should be required by law.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

1.B.3A PREVIEW READING MATERIALS, MAKE PREDICTIONS AND RELATE READING TO INFORMATION FROM OTHER SOURCES

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

3.B.3B EDIT AND REVISE FOR WORD CHOICE, ORGANIZATION, CONSISTENT POINT OF VIEW AND TRANSITIONS AMONG PARAGRAPHS USING CONTEMPORARY TECHNOLOGY AND FORMATS SUITABLE FOR SUBMISSION AND/OR PUBLICATION.

3.C.3A COMPOSE NARRATIVE, INFORMATIVE, AND PERSUASIVE WRITINGS (E.G., IN ADDITION TO PREVIOUS WRITINGS, LITERATURE REVIEWS, INSTRUCTIONS, NEWS ARTICLES, CORRESPONDENCE) FOR A SPECIFIED AUDIENCE.

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.3C EXPLAIN ROUTINE SAFETY PRECAUTIONS IN PRACTICAL SITUATIONS (E.G., IN MOTOR VEHICLES, ON BICYCLES, IN AND NEAR WATER, AS A PEDESTRIAN).

22.A.3D IDENTIFY VARIOUS CAREERS INVOLVED IN HEALTH PROMOTION, HEALTH CARE AND INJURY PREVENTION.



### Billy's Bike Adventure

NAME \_\_\_\_\_

**DIRECTIONS:** Read the story ***Billy's Bike Adventure***. Underline all of the bad choices Billy has made in the story. On a separate piece of paper rewrite the story changing all of the unsafe choices to safe choices.

It was the first day of school and Billy James was very excited about the new school year. He was in Ms. Tyler's fifth grade class and was happy that both of his best friends were in the same class with him. The most exciting thing about the new school year was his mom was allowing him to ride his bike to school with his friends. He couldn't wait to show off his new ten-speed Schwinn he had received over the summer for his birthday. The look of surprise and envy on his friends' faces was enough to make Billy impatient for the first day of school to arrive.

On the morning of the highly anticipated day, Billy awoke before it was even light outside. He jumped out of bed, took a quick shower, put on his favorite black jeans and black T-shirt and grabbed a Pop Tart as he headed out the front door to his friend's house.

As he was getting his bike out of the garage, Billy noticed his brand new bike helmet hanging from a hook on the garage wall. Realizing his mom was not around to bug him to wear it, he left the helmet and grabbed his bike. Pushing the bike out the garage door with his free hand, Billy stumbled over his untied shoelaces and hopped on his new bike looking forward to a fun ride.

Noticing the dark predawn sky and munching on his Pop Tart, Billy hoped he wasn't too early to pick up his friends for their first day of fifth grade.

As he approached a major intersection, Billy decided it would be quicker to ride through it instead of getting off and walking his bike. As he entered the intersection, Billy saw the flashing red sign that said, "No Crossing", but chose to ignore it.

Entering the intersection, Billy felt an unexpected tug on his shoe. Looking down he realized that his left shoelace was caught around the bike's pedal. Reaching down he tried to untangle it. At that moment Billy felt himself lose control of his bike and his body started to fall towards the pavement. As his head hit the hard asphalt he began to lose consciousness. Just before Billy passed out he noticed a vehicle approaching the intersection that he was sprawled out in. His last thought before he passed out was that he was in big trouble!



### **RISK WATCH<sup>®</sup> AREA: BIKE AND PEDESTRIAN SAFETY**

#### **Objective:**

Students will write a written response to each bike safety scenario.

#### **Materials:**

Risk Watch<sup>®</sup> Curriculum

Bicycle Safety Scenarios Worksheet copied for each student

#### **Procedure:**

1. Discuss the Risk Watch<sup>®</sup> Curriculum on Bike and Pedestrian Safety with the class.
2. Give each student a copy of the bicycle safety scenarios worksheet.
3. Have students respond to each bike safety scenario on a separate sheet of paper.
4. Students' responses will need to be at least 4 sentences. Students will address the safety issue and how to correct the problem.



### Bike Safety Scenarios

1. Jenny is about to go on a long bike ride in her neighborhood when she notices one of her tires looks low on air. What should she do and why?
2. You ride your bicycle over to your friend's house and he makes several comments on your bike helmet. He starts making fun of you for wearing one and tells you he would never wear one. What will you do and say to your friend?
3. Kevin's mother asks him to go to the store to pick up a loaf of bread for her. After purchasing the bread and leaving the store one of Kevin's neighbors asks him for a ride home. The neighbor jumps on Kevin's handlebars. Is this safe? Explain why it is or isn't safe and how Kevin should handle this situation.
4. As Kara walks to school she realizes she is running late. She gets stuck waiting at the intersection for what feels like forever. While she is waiting she realizes there aren't any cars coming and nobody is around. What do you think Kara should do?
5. A new friend asks you to go for a bike ride. You accept. On the bike ride he decides to ride against traffic because he likes to wave and make faces at the passing vehicles. He asks you to do the same thing. What do you do and why will you make that choice?
6. Julie is playing at a friend's house when she looks at the clock and realizes she is 20 minutes late. She hops on her bike and starts for home. She is thinking about the trouble she will be in when she gets home. Julie approaches a fork in the road. Both paths are completely different. One path is a smoothly paved road that is well lit and will take ten minutes longer. The other path is a dirt road filled with pebbles, rocks and debris. It is not well lit. Julie knows the path with the rocks will get her home much quicker. Which path do you think Julie should take and why? Which path is the safest?
7. You and a friend are riding your bike on the sidewalk in your neighborhood. You are rapidly approaching a group of people that are walking in your bike's path. Your friend wants to keep riding his bike right at them because they will move when they see you coming. What do you choose to do and why?
8. Michael is going to John's house for the first time after school. They are both riding their bikes, but John decides to ride his bike closer to the train tracks. At one point John is riding his bike on the train tracks and tells Michael he should try it too. What should Michael do? Is this safe? Explain.
9. You are supposed to meet your friends at the park in ten minutes for a game of softball. You don't want to be late because you know you will end up playing the worst position. You get on your bike and start pedaling when you notice that your bike chain is loose. What should you do?
10. Bobby is late for baseball practice. He grabs his skateboard and heads out the door. He looks down and notices he has forgotten to tie his shoelaces but doesn't think it will be a problem. What could Bobby do to make his trip safer? Is Bobby missing some important safety equipment? What equipment is he missing?



### RISK WATCH<sup>®</sup> AREA: WATER SAFETY

#### Objective:

Students will be able to identify the effects of unsafe situations involving water safety. The class will create an “ABC Book” of slogans and illustrations that will teach younger children about water safety.

#### Materials:

Construction Paper  
Pencils, Crayons, Markers  
Risk Watch<sup>®</sup> Curriculum  
ABC picture books from a variety of children’s authors

#### Procedure:

1. As a class, brainstorm and list on the board water safety rules. Have students also brainstorm and list the various places where water safety rules would apply.
2. Discuss and go over the Risk Watch<sup>®</sup> Water Safety lesson. Have the class compare the list on the board to the information provided in the Risk Watch<sup>®</sup> Curriculum. Add or delete any water safety rules on the board.
3. Share with your students some of the ABC books that you have on display in your classroom. Tell them they will be making their own Water Safety ABC Class Book that will have different water safety rules and slogans in it.
4. Assign each student a different letter of the alphabet. (If you have more students then letters have your students’ pair up or assign certain students to design the cover and closing pages).
5. Tell your students they will be designing a page of the Water Safety class book. Each student will be responsible for a catchy slogan on water safety and a corresponding picture.  
Example: “A” is for always, always have adult supervision when swimming.
6. After each student has completed their page, put the pages together and create an ABC Water Safety Book. Have each student read their own page and share their artwork.
7. Lend the book to the primary teachers to use in their class or have students read the book to the younger grade levels.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.B.3A PRODUCE DOCUMENTS THAT CONVEY A CLEAR UNDERSTANDING AND INTERPRETATION OF IDEAS AND INFORMATION AND DISPLAY FOCUS, ORGANIZATION, ELABORATION AND COHERENCE.
- 3.B.3B EDIT AND REVISE FOR WORD CHOICE, ORGANIZATION, CONSISTENT POINT OF VIEW AND TRANSITIONS AMONG PARAGRAPHS USING CONTEMPORARY TECHNOLOGY AND FORMATS SUITABLE FOR SUBMISSION AND/OR PUBLICATION.

##### STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.3A DEMONSTRATE WAYS (E.G., ASK PROBING QUESTIONS, PROVIDE FEEDBACK TO A SPEAKER, SUMMARIZE AND PARAPHRASE COMPLEX SPOKEN MESSAGES) THAT LISTENING ATTENTIVELY CAN IMPROVE COMPREHENSION

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

- 23.C.3 DESCRIBE THE RELATIONSHIPS AMONG PHYSICAL, MENTAL AND SOCIAL HEALTH FACTORS DURING ADOLESCENCE (E.G., THE EFFECTS OF STRESS ON PHYSICAL AND MENTAL PERFORMANCE, EFFECTS OF NUTRITION ON GROWTH).

##### STATE GOAL 24: PROMOTE AND ENHANCE WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.A.3C EXPLAIN HOW POSITIVE COMMUNICATION HELPS TO BUILD AND MAINTAIN RELATIONSHIPS AT SCHOOL, AT HOME AND IN THE WORKPLACE.



## RISK WATCH<sup>®</sup> CULMINATING LESSON

### Objective:

Students will solve word problems related to injury prevention.

### Materials:

Risk Watch<sup>®</sup> Curriculum

Math worksheet on general safety copied for each student

11x17 piece of white construction paper

### Procedure:

1. Give each student a piece of 11x17 construction paper. Direct students to fold the construction paper into fourths.
2. Explain to students that they will be utilizing the front and back of the paper. Have students write each risk area (water safety, poison prevention, fire and burn, etc.) for each column.
3. Students will write down everything they have learned under the correct heading. Give students 10 minutes to complete this task.
4. Have students share their results with the class.
5. Have students complete the word problem sheet on reviewed Risk Watch<sup>®</sup> areas.

## Answer Key:

1. 120 inches
2. 25 homes
3. 166 children or 165.6 children
4. 2,810 more males
5. 752 deaths
6. 54
7. any bike equipment
8. 4 feet ...no, because it isn't between 5-6 feet tall
9. \$79.89

### ILLINOIS STATE STANDARDS:

#### ENGLISH LANGUAGE ARTS

##### STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

4.B.3A DELIVER PLANNED ORAL PRESENTATIONS, USING LANGUAGE AND VOCABULARY APPROPRIATE TO THE PURPOSE, MESSAGE AND AUDIENCE; PROVIDE DETAILS AND SUPPORTING INFORMATION THAT CLARIFY MAIN IDEAS; AND USE VISUAL AIDS AND CONTEMPORARY TECHNOLOGY AS SUPPORT.

4.B.3C DEVELOP STRATEGIES TO MANAGE OR OVERCOME COMMUNICATION ANXIETY AND APPREHENSION (E.G., SENTENCE OUTLINING, NOTE CARDS).

#### MATHEMATICS

##### STATE GOAL 6: DEMONSTRATE & APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION & OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

6.B.3A SOLVE PRACTICAL COMPUTATION PROBLEMS INVOLVING WHOLE NUMBERS, INTEGERS AND RATIONAL NUMBERS.

6.C.3A SELECT COMPUTATIONAL PROCEDURES AND SOLVE PROBLEMS WITH WHOLE NUMBERS, FRACTIONS, DECIMALS, PERCENTS AND PROPORTIONS

#### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.B.3 DESCRIBE HOW THE INDIVIDUAL INFLUENCES THE HEALTH AND WELL-BEING OF THE WORKPLACE AND THE COMMUNITY (E.G., VOL-UNTEERISM, DISASTER PREPAREDNESS, PROPER CARE TO PREVENT THE SPREAD OF ILLNESS).

##### STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION & DECISION-MAKING SKILLS.

24.B.3 APPLY A DECISION-MAKING PROCESS TO AN INDIVIDUAL HEALTH CONCERN.



Name \_\_\_\_\_

Date \_\_\_\_\_

## General Safety Word Problems

1. Jimmy has been told by the bus safety monitor to stand 10 feet away from the bus while it is parked at the curb. How many inches is that?
2. One in four homes in the United States has a handgun. If there are 100 homes surveyed how many of homes have a handgun?
3. In 1998, 184 children ages 14 and under died from choking. If this was decreased by 10% in 1999 what was the death rate in 1999?

Answer the questions based on the graph below

Total Bicycle Deaths in United States

Year	Male	Female	Total
1996	654	107	761
1997	712	99	811
1998	658	99	757
1999	656	94	750
2000	605	76	687

4. How many more males died in 1996 through 2000 than females? \_\_\_\_\_
5. What was the average number of deaths in all five years? \_\_\_\_\_
6. What is the difference in the number of deaths for 1997 and 1998? \_\_\_\_\_
7. Name three pieces of bike safety equipment that could save your life?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Jenny's parents are going to put a fence around their new pool to keep everyone safe. The fire department recommends that pool fences be at least 5 feet tall, but not higher than 6 feet. Jenny's parents bought a fence that is 58 inches tall. How many feet are in 58 inches. Is this a safe pool fence? Explain why or why not.
9. The Peterson family lives in a two-story home with 4 bedrooms. Mr. and Mrs. Peterson want their family to be as safe as possible. Mr. Peterson bought a fire extinguisher for \$37.95 and a smoke alarm for each bedroom and each level of their house for \$6.99. How much money did Mr. Peterson spend?